USC Marshall
School of Business

LIM503: Description, Organization, and Retrieval of Information
Spring 2020
3 Units
This class will meet Thursdays at 6 pm PT (subject to change).
Please see the Live Session Information page in Moodle for exact dates and/or updates.
Mandatory Live Sessions will not conflict with each other.

Instructor: *David McCaslin*
Office: *Remote*
Office Hours: *By appointment*
Email: dmccasli@marshall.usc.edu

COURSE DESCRIPTION

This class offers an overview of issues related to organizing and accessing information, starting with a conceptual understanding of the key problems and solutions from a historical perspective and including an exploration of how traditional library tools and modern information seeking behavior intersect in the world of linked data.

Everything we use to organize and refer to information sources, like the Dewey Decimal system, the Library of Congress Classification system, subject headings, and MARC records, were invented to solve specific problems. It's important for us to understand those problems, the historical context they existed in, and why the solutions worked, so that we can determine their current value, and chart a new path forward.

COURSE OBJECTIVES

At the end of this course you will be able to:

- Demonstrate knowledge of the **bibliographic record** and the tools and systems that support those records, such as controlled vocabularies, the MARC communications formats, LCSH, specialized subject thesauri, the Dewey Decimal Classification and the Library of Congress Classification.
- Explain the theories behind and implementation of tools and systems providing bibliographic and intellectual access to documents.
- Demonstrate a basic understanding of how modern information seekers look for information, and how the library landscape fits into that search.

CAREER OPPORTUNITIES

Students who concentrate in this field may work as:

- Catalog and Metadata Librarians

- Taxonomists
- Technical Services Directors
- Information Architects
- Researchers
- Special Librarians

COURSE MATERIALS

- **Textbook: The Organization of Information**
  Taylor, Arlene G., and Joudrey, Daniel N. *The Organization of Information*. Fourth ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017.
- Various articles, videos, and other materials accessible online.
- Please note that weekly readings are subject to change. The instructor will notify students prior to week's readings.

PREREQUISITES AND/OR RECOMMENDED PREPARATION

None.

COURSE NOTES

Synchronous (up to 60 minutes weekly): Live lectures, presentations, Q&A's.
Asynchronous (90 minutes weekly): discussion forums, group projects, offline collaboration

This distance-learning course is offered mostly asynchronously with some synchronous sessions. There are mandatory synchronous sessions that includes class meetings, Conversations with Leaders, and research project presentations. Please mark your calendars accordingly.

GRADING

GRADING POLICIES

Grading policies and practices for the University are described below.

A Work of **excellent** quality; represents **Exceptional** work; a grade of "A" will be assigned for outstanding work only.

B Work of **good** quality; represents Good work; a grade of "B" clearly meets the standards for graduate level work.

C Work of **fair** quality; represents **Adequate** work; a grade of "C" counts for credit for the course, **minimum passing for graduate credit** (except in 591A, B, C, D, E where a B is required).

C minus Failing grade for **graduate credit**

The MMLIS program adheres strictly to the grading standards of the University and the Marshall School of Business. An explanation of the USC grading system can be found in the USC Catalogue. The following grade ranges are used to determine a passing grade:

Grade	Range	Points
A	94.0% or higher	4.0
A-	90.0%-93.9%	3.7
B+	87.0%-89.9%	3.3
B	84.0%-86.9%	3.0
B-	80.0%-83.9%	2.7
C+	77.0%-79.9%	2.3
C	74.0%-76.9%	2.0
C-	70.0%-73.9%	1.7
D	60.0% -69.9%	1.0
F	59.9% or lower	0.0

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree, a minimum grade point average of 3.0 is required. This standard guarantees the quality of the USC MMLIS degree.

Because of the quality of our participants and the close attention given to them, a very high percentage of MMLIS participants pass all courses with C or better grades and obtain a grade point average above
3.0.

ASSIGNMENTS AND GRADING DETAIL

Assignments	Points (each)	% of Grade
Class Participation	180	18%
Job Evaluation	30	3%
Tool Evaluation Exercise	45	4.5%
Subject Analysis	45	4.5%
Abstract Series	150	15%
Term Paper, Including Revisions	285	28.5%
Peer Review and Engagement	125	12.5%
MARC Record Creation	140	14%
Total	**1000 Points**	**100%**

There are four major assignments for this class (made up of various component parts), some miscellaneous assignments, and points awarded for class participation.

1. **150 Points -- Abstract Series**
   A curated exploration of a topic relevant to the class, offering a selection of original abstracts and context. Individual assignment. Abstract Series template available in Moodle or from instructor.
2. **285 Points -- Term Paper and Revisions**
   A substantive term paper with multiple revisions, exploring a topic relevant to the class. Team assignment. Paper, review, revision, rationale template available in Moodle or from instructor.

3. **125 Points -- Peer Review and Engagement**
   Review and feedback on term papers. Team assignment.
4. **140 Points -- MARC Record Creation**
   Creation of multiple MARC records for various entities, and thoughtful reflection on the process. Team assignment. Collection template available in Moodle or from instructor.
5. **120 Points -- Miscellaneous Assignments**
   Job posting, subject analysis, finding exercise. Individual assignments.
6. **180 Points -- Class Participation**
   Online Discussions, Retrospective, Post Mortem

Total: 1000 Points

You will have something due most weeks. Assignments are always due on Tuesdays at midnight, Pacific Time. Because writing and defining work is such an important part of the professional practice, the course includes plenty of opportunity to hone these skills in a supportive educational environment. In this course, I also stress the value of peer review collaborative work, and curious, thoughtful reflection and commentary.

Participation Grade - Retrospectives and Post Mortem, Discussions 180 points
Borrowing from agile methodology, the retrospective gives us the opportunity to do a mid-term course evaluation and adjust the class so that it provides the most possible value.

The last class session will be a post-mortem assessment of the course and methods.
Participation in both of these sessions is required. Each is worth 40 points.

Discussions
There are four online Q&A questions, in weeks 2, 5, 9, and 12. Week 2 will be worth 25 points, week 5 is 25 points, week 9 is 25 points, and week 12 is 25 points. It is expected, as we progress through the course, your Q&A posts will display a stronger understanding of the topics through in-depth conversations with your colleagues. These are not meant to be 'mini papers' they are much more fluid, much more like what you would see in an online comment section or discussion board (without the trolls).

Your first post should pose a question--something you may not fully understand or perhaps, seeking a colleague's opinion on a particular topic. You also need to explain why you are asking this question. Your subsequent post should answer one of your classmates' questions.

Here's an example of a message board written in response to one of our readings, the Straight Dope's explainer on the Dewey Decimal System. Any topic that we have discussed is fair game, something mentioned in a lecture, from the reading, or something you've seen in the news that relates to our topic.

Job Posting - 30 points

For this assignment, you will find a publically accessible job posting, and evaluate it for elements that relate to this course's subject matter in a discussion post. You will post a link to the job listing, and write a few sentences or bullet points, 50 - 150 words, on what elements or aspects of the course relate to the class.

Search Tool Evaluation Exercise - 45 points

For this assignment, you will explore a few different retrieval tools by locating three optional articles for the week's topic. The assignment is simply to locate the articles and write a business memo recommending one of these search tools for your library. You do not need to read the found articles unless you are interested.

You will use the library catalog, Google or the search engine of your choice, and Google Scholar. You may choose which tool to use for each resource. A description of each article, presented in a way similar to something someone would ask a reference librarian, will be posted from the Instructor's announcements.

The business memo should be properly formatted and describe the reasons why you are recommending one search tool over the others. This should include pros and cons. Roughly 250 - 500 words.

Abstract Proposal and Abstracts - Individual Assignment - 150 points

You will create an original source known as an Abstract Series - it consists of a research question, an introduction, related sources and **original** abstracts. You will:

1. identify an area of inquiry **relevant** to the course
2. craft a topic statement and expand on it.
3. identify five sources outside of the assigned readings that are relevant to the topic. One of your sources should be a non-book/article source (video, podcast, blog post, etc), and at least one must have been published within the last year.
4. Write original abstracts for the sources. This work will be spread out over two assignments. Please use the template provided on the course Moodle page or by the instructor.

Topics students have explored in the past include: alternative metadata for non textual objects, the value of strict cataloging in the age of search, the DDS as an appropriate schema for modern culture, and organizational systems for specific school age populations.

- **Part 1:** The question and topic introduction (300-500 words, not including citations), and identification of the sources.
- **Part 2:** Two original abstracts
- **Part 3:** Final two abstracts.

Grading:

50 Question and Proposal

20 Clearly articulated, reasonably scoped, engaging research question
Proposal - well thought out and presented
10 Inclusion of non-academic source and recently published work
10 Citation compliance
10 Writing Quality

25 Abstract

5 Writing (general quality, structure, uses scannable words / keywords)
20 Independently coherent - Communicates essential points, appropriate scope

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Term Paper and Peer Review - Partner Project

In teams of two (or three), you will:

1. Identify a topic of discussion in the profession
2. Research it appropriately, and write a 1,000 - 2,000 word paper
3. Exchange it with a peer team for feedback
4. Revise your paper for instructor feedback
5. Revise and post your paper to our class medium site
6. Read and comment on at least two of your peer's papers.

1. Topic Pitch and Comments | Week 4/5

Assignment: For the first deliverable of this assignment, you and your partner will discuss and agree on a topic, and post your topic to the class discussion board.

You should address a topic of information organization and/or retrieval organization. You may take the perspective of an organizational system or a cultural heritage institution, or address a problem you have encountered in seeking information, or another topic that

inspires you. Some areas to think about include Genre-fication in School Libraries, organizing museum collections, organization principles as they relate to social media or other mass content creation, description and access of video games, or any area where the organization, description, and finding of information is relevant. You may look into the challenges of subject access, or how user search behavior can, should or will impact library catalogs.

After deciding on your topic, articulate the problem or issue you are addressing, why it is of interest to you, and how it relates to the class in **a 2-4 minute video**. Post this to the discussion board for comments from your peers. You will then watch and comment on at least two of your peer's topic ideas, giving suggestions for refining a topic, or asking a question you hope they address in their paper. Comments such as 'Great topic! Can't wait to read it!' don't count. Your comments may be text or video responses.

Grading:

Topic Pitch: 30 points

15 relevance to class subject matter

15 articulation of proposal

Topic Pitch Comments: 20 points

10 ea. comments on peer topics

2. Paper | Week 6

Assignment: To research your paper, you will use at least eight sources, including two non-traditional sources, and at least two published within the last two years, articulate the problem statement, discuss what measures are being taken to address it, and propose and defend a solution of your own in a 1,500 - 2,500 word paper.

There is always a balance between reporting what you have found, and analyzing the pieces so that you transform your new knowledge into something more. As graduate students, I expect your term papers to be much more analytic, thoughtful, and creative, rather than a simple presentation of what you found. I don't need a book report on your sources - I can read them myself. I want to know what you think about what you read, how what you read applies in current situations, and how it could apply in the future. Don't be afraid to extrapolate and expand upon ideas that you come across in the literature. That's what this paper is for.

Grading Rubric: First Iteration of papers: 80 points

30 Articulation of problem and significance, argument relevance, strength, credibility

20 Analysis vs Reporting

10 Organization and structure

15 Writing Mechanics and Quality - Grammar, spelling, Graduate level sophistication, phrasing, clarity etc.

5 Eight+ sources/two non-academic source/two recently published, cited correctly

3. Peer Review | Week 8

Assignment: You will exchange papers with another peer group and provide feedback; identifying areas for improvement in refining the topic, argument, and clarity/quality of writing. As reviewers, you will use google doc's comment functionality to comment on the paper, and follow it up with the questions directly on the peer review form.

Grading: 75 points

25 Completed Form

50 Clarity of feedback / depth of engagement with paper

4. Revision And Rationale | Week 10

Assignment: After you have gotten your paper's feedback from peers and from the instructor, you will revise your paper, add at least two additional sources, and write a rationale statement, articulating what you changed, added, or removed, and why, then submit your revised paper to the instructor. The rationale is your opportunity to respond to the feedback, elaborate on your revision process, point out any challenges you faced, and be explicit about your goals and tactics in the revision.

Grading: 100 points

As you can see, the criteria for the revision is quite different than the criteria for the first paper.

It is entirely possible to get a lower grade on the revision than you did on the initial paper.

25 Includes new points or elaborations and two added sources

15 Analysis vs Reporting

25 Organization and structure

20 Response to feedback/Rationale

20 Writing Quality - mechanics and graduate level sophistication

5. Publication, Final Reflection, Mini-Abstract | Week 13

Publication: Based on instructor feedback, you can make any desired changes, and post your paper to the class google site. You may want to publish a second "article" for your citations and link to it, to streamline the reading process for your viewers).
Final Reflection: With your partner, comment, in 500 words or less, on the evolution of your term paper from pitch to final iteration, what you changed/added/removed and why, and how the comments and iterative process shaped your understanding of your topic. This can be done as a text or video assignment. Turn this in through moodle.
Mini Abstract: Your team will then write a compelling **140-character mini-abstract (tweet-length) or 30 second video advertising** and linking to your work and post it to the class discussion so that your peers can select the papers they wish to read.

Grading: 55 points

40 reflection/revision
15 publication and mini abstract

6. Commenting | Week 14

Assignment: Over the next week, each *person*, not each team, will read two peer papers from the other LIM 503 section and add comments as though you were a peer reading this in a publication, and comment on them directly on the google site. Please turn in links to the two papers you read and commented on.

Grading: 25 points per paper/comment

MARC Record Creation - Group Assignment - 140 points

You and a partner will create original MARC records for a small collection of four items including:

- one fiction monograph
- one non-fiction monograph
- two non-information item (tool, sports equipment, emotion, online video, DVD, person, food, etc)

You and your partner will use the template provided to create the records for your catalog, describe the collection, and reflect on the challenges of creating catalog records so that they would be findable for the intended audience.

This assignment gives you the chance to 'catalog' unusual items, so that you become familiar with the tools available to help in these decisions. As reflected in the grading, your thought process and articulation of the challenges and decisions that you made is more important than the actual content of your records.

Grading

40 Field Accuracy + extras

100 Comments and reflection

RETENTION OF GRADED COURSE WORK

All graded work, which affected the course grade, will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if a graded paper is returned to you, it is your responsibility to file it).

LATE ASSIGNMENTS

Even for the planners among us, things come up. In this class, you get one discretionary 4-day extension (so that your assignment is due Saturday evening) that you can use on any assignment through the term - you don't even need a good reason. For group assignments, this may involve some coordination, as late work may impact your partner or a peer group. Any further late assignments are worth 50% of the point total. Note that you are welcome to turn assignments in ahead of due dates.

STUDENT/PARTICIPANT RELEASE FOR AUDIO RECORDING AND AUDIO-VISUAL RECORDINGS AND STUDENT/PARTICIPANT NON-DISTRIBUTION AGREEMENT

Audio recording and/or audio-visual recording ("Recording") of your participation and/or presence for this course at the USC Marshall School of Business via course media platforms are for course purposes only. Recordings are restricted to and should only be shared with course participants and the instructor.

SESSIONS AND DAYS OF THE WEEK__

Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in Pacific Time (PT) on the day that is stated in the assignment.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Monday**	**Tuesday**

LIVE SESSIONS

Live Sessions will be held using Zoom. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived in the General section of the Moodle course space under Archive on the Live Session Information discussion board page. However, any quizzes and/or in-class assignments are only administered and taken during the live class session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.

ADD/DROP PROCESS

Courses may be added until **January 28, 2020**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **January 28, 2020**. If the course is dropped after **January 28, 2020** and before **February 25, 2020**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **February 25, 2020**, it will be recorded with a mark of "W." No course may be dropped after **March 31, 2020**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

TECHNOLOGY REQUIREMENTS

All students must have access to a computer with the below requirements, which will allow you to participate in class meetings and utilize Zoom. Please note that it is essential to use headphones during online class meetings in order to avoid a disruptive audio feedback loop. To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

TECHNICAL SUPPORT

The Help Desk is available to provide assistance 24 hours a day, every day. This assistance is restricted primarily to problems with the course delivery platform. Contact the Help Desk to resolve problems that you believe are not associated with the hardware and software you have purchased from a vendor. Examples include being unable to view multimedia files or view responses to comments you have posted in the discussion area. If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor. To talk to a live technical support agent, please call: 877-807-8557 or visit our Support Website.
In the event of technical breakdowns, students will receive detailed instructions of how to deliver coursework, depending on the current task (for example, students might deliver work using a mail carrier, or in-person delivery, etc.).

Further, we recommend:

Projects, classwork, etc. – backup work frequently, save files to a backup drive or to an online storage application, email files to oneself, and keep a hard copy of papers/projects.

MAINTAINING STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

Information Technology Services publishes “Policies Regarding Student Use of Computing Resources at USC.” This document can be accessed at University Information Technology Policies. The protocols defined by the USC Student Conduct Code must be upheld in online classes.

The following are strictly prohibited:

- Posting inappropriate material
- SPAM to the class
- Online flaming (hostile and insulting interaction between Internet users)
- Offensive language

For more information, please visit USC Student Judicial Affairs and Community Standards page.

THE IMPORTANCE OF COURSE EVALUATIONS
The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS
In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information website will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:
Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct.

Support Systems:

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender

expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Support and Advocacy - (213) 821-4710
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

On Campus Support Systems:

Please note that the health services are only available to those who reside in California and who have paid the optional health services fee. Some resources are only available on campus.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
USC Department of Public Safety | *USC Emergency Information*
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

COURSE OUTLINE AND ASSIGNMENTS

Week / Topic	Reading	Assignment

Week 1 Course Overview and the History of Organization	1. **Course Syllabus** Please read prior to first class. 2. **Two Kinds of Power, Introduction** Wilson, P. (1968). *Two kinds of power; an essay on bibliographical control.*(University of California, Berkeley. University of California publications in librarianship ; v. 5). Berkeley: University of California Press. 3. **Textbook, pages 1 - 20** Taylor, Arlene G., and Joudrey, Daniel N. *The Organization of Information*. 4th ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017.	Job Evaluation Discussion Check Live Session Information Reading
Week 2 Metadata and Retrieval Tools	1. **Textbook, pages 97-126 (chapter 3) and skim chapter 2** Taylor, Arlene G., and Joudrey, Daniel N. *The Organization of Information.* 4th ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017. 2. **For Data Scientists, 'Janitor Work' is Hurdle to Insights** Lohr, Steve. "For Data Scientists, 'Janitor Work' is Hurdle to Insights." *New York Times*, Aug 18, 2014, Late Edition (East Coast). http://libproxy.usc.edu/login?url=http://search.proquest.com.libproxy1.usc.edu/docview/1553699886?accountid=14749. 3. **Should we retire the catalog?** Antell, Karen, Molly Strothmann, Dianne Cmor, and Rory Litwin. "Should we retire the catalog?." *Reference & User Services*	Assessing the Options: Search Tool Evaluation Participation and Engagement Discussion Check Live Session Information Reading

	Quarterly 53, no. 3 (2014): 213-216.	

Week 3 The Bibliographic Record	1. **Textbook, pages 181-198** Taylor, Arlene G., and Joudrey, Daniel N. *The Organization of Information*. 4th ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017. 2. **Understanding metadata and its purpose.** Coyle, Karen. "Understanding metadata and its purpose." *The Journal of Academic Librarianship* 31, no. 2 (2005): 160-163. 3. **Abstract writing guide: will post to class site.**	Article Series Proposal Check Live Session Information Reading
Week 4 Resource Description	1. **Textbook, Chapter 7** Taylor, Arlene G., and Joudrey, Daniel N. *The Organization of Information*. 4th ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017.	Paper Topic Pitch Article Abstracts 1, 2 Check Live Session Information Reading
Week 5 Subject Analysis	1. **Textbook, Chapter 9** Taylor, Arlene G., and Joudrey, Daniel N. *The Organization of Information*. 4th ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017. 2. **Candy Schwartz. "**Thesauri and Facets and Tags, Oh My! A Look at Three Decades in Subject Analysis." *Library Trends* 56, no. 4 (2008): 830-842. https://muse.jhu.edu/ (accessed July 21,	Participation and Engagement Discussion Subject Analysis Check Live Session Information Reading

	2016). 3. **Rondeau, Sophie.** "The Life and Times of Aboutness: A Review of the Library and Information Science Literature" *Evidence Based Library and Information Practice* [Online], Volume 9 Number 1 (5 March 2014) 4. **Beall, Jeffery** "Weakness of Full Text Searching," Journal of Academic Librarianship 34, no. 5 (2008): 439–443.	
Week 6 Controlled Vocabularies	1. **Textbook, Chapter 10** Taylor, Arlene G., and Joudrey, Daniel N. *The Organization of Information*. 4th ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017. **Optional** 2. Still a Lot to Lose: The Role of Controlled Vocabulary in Keyword Searching Tina Gross , Arlene G. Taylor , Daniel N. Joudrey Cataloging & Classification Quarterly Vol. 53, Iss. 1, 2015	Paper v1 Check Live Session Information Reading

Week 7 Retrospective and Mid Course Recap	1. **Sprint Retrospective** Cohns, Mike. "Sprint Retrospective." Mike Cohns Blog Succeeding With Agile RSS. Accessed July 21, 2018. https://www.mountaingoatsoftware.com/agile/scrum/sprint-ret rospective. 2. **Start/Stop/Continue** Jordan, Kirsten. "Bag of Tricks: Start / Stop / Continue." PeopleResults. 2012. Accessed July 21, 2018. http://www.people-results.com/start-stop-continue/.	Check Live Session Information Reading

Week 8 Classification Systems	1. **Textbook, Chapter 11** Taylor, Arlene G., and Joudrey, Daniel N. *The Organization of Information*. 4th ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017. 2. **What's so great about the Dewey Decimal System?** The Straight Dope:. January 31, 2006. Accessed July 21,2018. http://www.straightdope.com/columns/read/2238/whats-so-gr eat-about-the-dewey-decimal-system. 3. **Remembering the Howard University librarian who decolonized the way books were cataloged.** An interesting and thoughtful read from the Smithsonian that discusses the racial bias in the Dewey Decimal system. "Remembering the Howard University librarian who decolonized the way books were cataloged." Smithsonian.com November 26, 2018. Accessed January 22, 2019.	Paper Version 1 Peer Review Check Live Session Information Reading
Week 9 Authority Control	1. **Textbook, Chapter 8** Taylor, Arlene G., and Joudrey, *Daniel N.* *The Organization of Information*. 4th ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017. 2. **Published by the Library of Congress. Start with** Part IV: What is an authority Record? "Understanding MARC Authority Records." Accessed July 21, 2016. http://www.loc.gov/marc/uma/.	Article Abstracts 3 and 4 Discussion Participation and Engagement Discussion Check Live Session Information Reading

	Optional **3. Fistful of Headings** Emanuel, Michelle. "A Fistful of Headings: Name Authority Control for Video Recordings" Cataloging & Classification Quarterly, Vol. 49, Iss. 6, 2011 **4. The purpose of Authority Control** Rochkind, Jonathan. "The Purpose of Authority Control." Bibliographic Wilderness. 2007. Accessed July 21, 2016. https://bibwild.wordpress.com/2007/08/08/ the-purpose-of-aut hority-control/. **5. Video: "Authority Control." YouTube. 2014.** Accessed July 21, 2016. https://www.youtube.com/watch?v=qHQxI ScpfFI.	
Week 10 The MARC Record	**1. Textbook, Chapter 6** Taylor, Arlene G., and Joudrey, Daniel N. *The Organization of Information*. 4th ed. Library and Information Science Text Series. Westport, Connecticut: Libraries Unlimited, 2017. **2. What is a MARC Record and Why is it important? Parts I- VI** Furrie, Betty. "Understanding MARC Bibliographic: Machine-Readable Cataloging." Accessed July 21, 2016. https://www.loc.gov/marc/umb/ **Optional** **3. McGrath, Kelley. Will RDA Kill MARC?** Accessed July 21, 2016. http://pages.uoregon.edu/kelleym/KM_M Wpresentation.pdf **4. "Interpreting MARC Records." - Folgerpedia.**	Paper Revision + Revision Rationale Check Live Session Information Reading

	Accessed July 21, 2016. http://folgerpedia.folger.edu/Interpreting_MARC_records.	
Week 11 FRBR	1. **What is FRBR? a conceptual model for the bibliographic universe.** Tillett, Barbara B. 2004. *What is FRBR? a conceptual model for the bibliographic universe*. [Washington, D.C.]: Library of Congress, Cataloging Distribution Service. http://www.loc.gov/cds/downloads/FRBR.PDF. 2. **FRBR FAQ** "Frequently Asked Questions." IFLA --. Accessed July 21, 2016. http://www.ifla.org/node/949. 3. **Understanding FRBR as a conceptual model: FRBR and the bibliographic universe.** Carlyle, A. (2006). Understanding FRBR as a conceptual model: FRBR and the bibliographic universe.Library Resources & Technical Services, 50(4), 264.	MARC Record (Part 1) Check Live Session Information Reading
Week 12 BIBFRAME and Linked Data	1. **Essential BIBFRAME** Riley, Amber. "Essential BIBFRAME." YouTube. 2015. Accessed July 21, 2016. https://www.youtube.com/watch?v=FJrs2Yrhqg8. 2. **"Overview of the BIBFRAME 2.0 Model." (BIBFRAME).** Accessed July 21, 2016. http://www.loc.gov/bibframe/docs/bibframe2-model.html. 3. **BIBFRAME Frequently Asked Questions.** Library of Congress. Accessed July 21, 2016. http://www.loc.gov/bibframe/faqs/	MARC Record (Part 2) Participation and Engagement Discussion Check Live Session Information Reading

4. **BIBFRAME: The New MARC.**
   Adamich, Tom. 2013. "BIBFRAME: The New MARC." Technicalities 33 (2): 7-10. Accessed July 21, 2016. http://libproxy.usc.edu/login?url=http://search.proquest.com.libproxy1.usc.edu/docview/1367950634?accountid=14749.
5. **What is linked data?**
   Sporney, Manu. "What Is Linked Data?" YouTube. 2012. Accessed July 21, 2016. https://www.youtube.com/watch?v=4x_xzT5eF5Q.
6. **MARC isn't dying fast enough**
   Ayre, L. B. (2014). MARC isn't dying fast enough. Collaborative Librarianship, 6(4), 175+. Retrieved from http://go.galegroup.com.libproxy1.usc.edu/ps/i.do?id=GALE%7CA405679434&sid=summon&v=2.1&u=usocal_main&it=r&p=AONE&sw=w&asid=a978848f10fa671071dfdac6d9a46d28

Optional

7. **Linking Libraries to the Web**
   Gonzales, B. M. (2014). Linking libraries to the web: Linked data and the future of the bibliographic record. Information Technology and Libraries (Online), 33(4), 10-22. Retrieved from http://libproxy.usc.edu/login?url=http://search.proquest.com.libproxy1.usc.edu/docview/1640762414?accountid=14749
8. **Beyond MARC: BIBFRAME and the Future of Bibliographic Data**.
   Reaching Across Illinois Library System. Accessed July 21, 2016.

	https://www.youtube.com/watch?v=sP93Hhs6CTk	

Week 13 Information-seeking Behavior	**1. Search User Interfaces** Hearst, Marti. "Search User Interfaces." Models of the Information Seeking Process (Ch 3). Accessed July 21, 2016. http://searchuserinterfaces.com/book/sui_ch3_models_of_information_seeking.html.	Term Paper Publication Check Live Session Information Reading
Week 14 Information-seeking Behavior II	To be announced (follow instructor's announcements)	Peer Comments
Week 15 Class PostMortem	**Review from Week 7:** **1. Sprint Retrospective** Cohns, Mike. "Sprint Retrospective." Mike Cohns Blog Succeeding With Agile RSS. Accessed July 21, 2016. https://www.mountaingoatsoftware.com/agile/scrum/sprint-re trospective. **2. Start/Stop/Continue** Jordan, Kirsten. "Bag of Tricks: Start / Stop / Continue." PeopleResults. 2012. Accessed July 21, 2016. http://www.people-results.com/start-stop-continue/.	Check Live Session Information

Appendix I. LIM PROGRAM LEARNING GOALS

How LIM503 Contributes to Student Achievement of MMLIS Program Learning Goals		
MMLIS Program Learning Goals	**Degree of Emphasis (1=Low, 3=High)**	**LIM503 Objectives that support this goal**
a. understand the ecology of libraries and information networks, their unique environments and how they are governed.	2	Focus on the information network.
b. articulate and employ professional values and ethics in a variety of situations and circumstances;	3	Peer reviews and engagement
c. apply and assess management strategies, practices and decisions.	2	Team assignments
d. develop and manage content, including negotiating with vendors and licensors, for targeted communities of users;	1	N/A
e. organize, retrieve and manage information for stakeholder benefit;	2	Term Paper
f. locate, synthesize and translate information to intelligence for various client groups;	3	Peer engagement.

g. develop, implement and assess programs and services for enhancing use of information and ideas;	2	evaluation of retrieval tools
h. understand the role of current and emerging technologies and infrastructure in organizational effectiveness and service delivery;	3	Introduction to FRBR, MARC, BIBFRAME
i. design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions.	2	Term paper
j. manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction.	2	Team work, as well as peer engagement.
k. apply persuasion and influence through networking, collaboration, and relationship-building;	2	Team work
l. demonstrate a commitment to continued professional education and lifelong learning.	3	Commentary on peer work.